

**CURRICULUM DEVELOPMENT ACTIVITIES  
2000-2001**

**TITLE: Everyday Living Skills /8<sup>th</sup> Life Skills**

**SCHOOL/DISTRICT:** De Smet School District      **CONTACT PERSON:** Sharry Knock

**SUBJECT/PROGRAM AREA (S):** Family & Consumer Science      **GRADE (S):** 8

**STANDARDS:**

**ACADEMIC: Writing-**Goal 2, Indicator 1- Students will use appropriate mechanics, usage, and conventions of language.  
Indicator 4-Students will write to clarify and enhance understanding of information.

**TECHNICAL: 1.3 Analyze the reciprocal impact of individual and family participation in community action.**

1.3.2 Determine skills that provide beneficial services to the community.

**4.3 Demonstrate communication skills that contribute to positive relationships.**

4.3.1 Examine communication styles and their effects on relationships

4.3.2 Demonstrate verbal and non-verbal behaviors and attitudes that contribute to effective communication.

4.3.3 Demonstrate effective listening and feedback techniques.

**4.5 Demonstrate teamwork and leadership skills in the family, workplace, and community.**

4.5.2 Demonstrate techniques that develop team and community spirit

4.5.3 Demonstrate ways to organize and delegate responsibilities.

**7.1 Demonstrate management principles to meet individual and family needs.**

7.1.3. Design a plan of work to organize tasks and responsibilities.

**EMPLOYABILITY (SCANS/NCDG):** Basic Skills- Writing  
Thinking Skills-Reasoning

**DESCRIPTION:** The students will explore personal development by focusing on ways students can develop interpersonal, communication, citizenship, leadership, and management skills.

**PROJECT DURATION:** 6 days

**MATERIALS AND RESOURCES:** Young Living, Glencoe . Chapter 2, Lessons 1-4, pages 24-51 and Chapter 4, Lesson 2, pages 86 –91.

## INSTRUCTIONAL ACTIVITIES:

1. Students will participate in motivating activity led by the teacher. The teacher will assign a Lesson Title to a small group of students and have them write down what they think it will be about. The small groups will share with the class.
2. Students will read each of the first 4 chapters and complete an accompanying worksheet.

### **Chapter 2**

Lesson 1- Making a Good Impression, p. 26-30, worksheet, Activity 7

Lesson 2-Communicating with Others, p. 31-35, worksheet, Activity 8

Lesson 3- Being a Citizen & a Leader, p. 36-41, worksheet, Activity 11

Lesson 4-Managing Your Life, p. 42-48, worksheet, Activity 13

### **Chapter 4**

Lesson 2-School to Work, p. 86-91, no worksheet Activity, instead the teacher will lead a required activity for this Lesson. The students will read Lesson 2, pages 86-91 and then take part in an activity led by the teacher, where they will identify 20 uses for each academic skill in everyday life. The uses will be written on posters and displayed in the classroom

3. Students will choose one activity from each of the five lessons to complete.

### **Chapter 2, Lesson 1-**

1. Students will look at pictures of ten people who represent an assortment of age groups and ethnic backgrounds. They will write down their first impression of the people pictured.. They are to read “Avoiding Stereotypes” again to see if their impressions display stereotypical responses. They will write a reflection paragraph in their journal of the activity.
2. The class will work in small groups to prepare guidelines for making a good first impression in the following situations: the first day at school, meeting a new friend’s parents, interviewing for a job. The guidelines will be typed on a poster to be displayed in the classroom.
3. After reading “Breaking Bad Habits”, on page 28 of Young Living, the student will identify a habit they would like to break. They are to use some of the suggestions listed and complete the form “Breaking Bad Habits” describing their plans.
4. As a class, the students will practice making introductions, using the guidelines supplied by the teacher.

### **Chapter 2, Lesson 2-**

1. Using page 33 in Young Living, students will work in small groups to suggest examples of nonverbal communication for each boxed item. They will then write in journal, what their examples communicate.
2. In groups of 3, the students will use a video camera to take turns taping the other members in normal conversation. When finished, they should play them back and write an evaluation of their own listening skills using the guidelines for effective listening in this lesson in their journals.
3. As a class, the students will practice open-ended and close-ended questions, by asking the teacher to start the activity, “My occupation is”.

### **Chapter 2, Lesson 3-**

1. As a group the students, will give examples of ways that teamwork can help make their community a better place to live. They will illustrate their examples in a bulletin-board display titled “Teamwork Works.”
2. The students will list different ways they can help the needy in their community. Behind each way, they should tell how the volunteer work could help them later in life. This should be done in the journal.
3. In pairs, the students will write the term *leader* vertically on a blank sheet of paper. They will brainstorm characteristics of a good leader starting with each of the letters of the word. They are to share this with the entire class and answer any questions they might have.
4. The student is to think of an individual whom they consider to be a good leader. Then, they

should complete the following statement in their journal, \_\_\_\_\_ is a good leader because \_\_\_\_\_. (In the second blank they are to describe the leadership skills the person has).

### **Chapter 2, Lesson 4-**

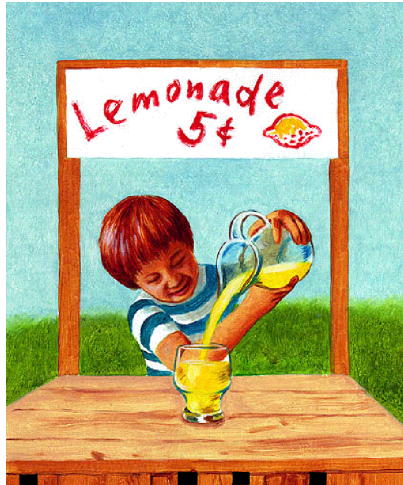
1. Individually, the students will create a flow chart in which they illustrate how Tara, in the situation below written in italics, will complete her tasks and accomplish her goal using the basic steps of management. Students will share their charts with others and discuss similarities/ differences.  
*Tara must learn three pages of a new song on her clarinet by the end of next week. She also wants to keep up with her homework and finish chores by the weekend. She has the following tasks to do after school; go to clarinet lesson, mow the lawn, finish a reading assignment, and return a library book.*
2. The student will list some areas of his/her life that could be improved through better management. They are to choose one of those areas and use the steps of management to plan, do and evaluate the activity. A plan should be written into the journal. Bonus points will be given, if the plan is followed and a paragraph evaluation is handed in with the plan by the end of this unit.
3. The student is to choose an athlete, artist, or skilled craftsperson to find out how that person perfected his/her skills. They are to report their findings by writing a biographical profile of the person entitled "Developing Personal Resources." They will share their profiles with their classmates.
4. The students may work in pairs for this activity. They should write down the name of a resource that could be traded or substituted in each of the following examples:
  - *Dan does not have the money he needs to buy a model he saw at the hobby store.*
  - *Santina needs to have a yellow shirt when she sings in the school choir.*
  - *Bridget knows how to sew clothes. She would like to learn to play the guitar.*

### **Chapter 4, Lesson 2**

1. The student will complete a worksheet using math skills, "Basic Skills in Action".
2. The student will complete a worksheet using leadership skills, "Follow the Leader".
3. The student will complete a worksheet using citizenship skills, "Citizen in the News".

**Final activity-**Students will find a variety of jobs in the Occupational Handbook They will find job descriptions for these jobs. Each student will take one to analyze for everyday skills needed in that job. They will explain how a manager in a workplace will use verbal communication skills, listening skills, the basic steps of management, leadership, and citizenship. They will present their explanations in the form of a computer-generated chart that lists the skills in one column and the ways a manager can use them in a second column.

**ASSESSMENT:** A score sheet will be used to assess the students' progress . A rubric will be used to grade the final product, the chart.



# Everyday Living Skills

## Checklist

Name \_\_\_\_\_

- \_\_\_\_\_ Motivation Activity
- \_\_\_\_\_ Student Workbook Activities for 5 Chapters-5 points each
- \_\_\_\_\_ Learning Activities-5 points for each of 5 activities
  - Chapter 2, Lesson 1-
    - \_\_\_\_\_ Pictures/ First Impressions
    - \_\_\_\_\_ Group First Impressions for Different Situations
    - \_\_\_\_\_ Breaking Bad Habits
    - \_\_\_\_\_ Making Introductions
  - Chapter 2, Lesson 2-
    - \_\_\_\_\_ Nonverbal Communication Examples
    - \_\_\_\_\_ Making Video of Listening Skills
    - \_\_\_\_\_ Questions/ My Occupation is...
  - Chapter 2, Lesson 3-
    - \_\_\_\_\_ Teamwork Works Bulletin Board
    - \_\_\_\_\_ Help the Needy in Community
    - \_\_\_\_\_ L E A D E R
    - \_\_\_\_\_ \_\_\_\_\_ is a Good Leader
  - Chapter 2, Lesson 4-
    - \_\_\_\_\_ Flow Chart/ Management Skills
    - \_\_\_\_\_ Management Plan
    - \_\_\_\_\_ Biographical Profile
    - \_\_\_\_\_ Resources
- \_\_\_\_\_ *Quiz, Chapter 2, Taken and Corrected-50 points for quiz (5 for correcting)*
- Chapter 4, Lesson 2-
  - \_\_\_\_\_ Basic Skills in Action
  - \_\_\_\_\_ Follow the Leader
  - \_\_\_\_\_ Citizen in the News
- \_\_\_\_\_ *Quiz, Chapter 4, Taken and Corrected-50 points for quiz (5 for correcting)*
- \_\_\_\_\_ Final Activity- Chart-100 points

Total Points \_\_\_\_\_ (205 possible)

**Taking Charge**  
**Everyday Living Skills Project**  
**Quiz- Chapter 2-Lessons 1,2,3 & 4**  
**Name**\_\_\_\_\_

**\*Directions-**Match the term from the list on the right with the definition on the left by placing the letter of the term in the blank.

- |  |                  |
|--|------------------|
| _____1. An idea of image formed in advance about all members of a group is a _____.                  | A. Communication |
| _____2. Making wise decisions , practicing self-control and acting responsibly is _____.             | B. Evaluate      |
| _____3. The process of sending and receiving messages is _____.                                      | C. Maturity      |
| _____4. A member of a community is a _____.  | D. Citizen       |
| _____5. A ____ is a person who donates their time and energy without pay to do service for others.   | E. Resource      |
| _____6. ____ is using what you have to get what you want by being organized, and planning ahead.     | F. Empathy       |
| _____7. A ____ is a source of information or expertise that you can use to help you meet your goals. | G. Stereotype    |
| _____8. To put things in order of their importance to you is to _____.                               | H. Volunteer     |
| _____9. To determine the value of what you have done is to _____a situation.                         | I. Prioritize    |
| _____10. ____ is the ability to put yourself in another person's place.                              | J. Management    |

**\*Directions-**Short answer essay. Answer in complete sentences.

11. Why is being able to work in a group an important part of being a good citizen?

12. What are two benefits of good time management?

**Taking Charge**  
**Everyday Living Skills**  
**Quiz- Chapter 4, Lesson 2**  
**Name** \_\_\_\_\_

**\*Directions**-List 3 practical, every day uses for each of the following academic areas.

**Reading**

1.

2.

3.

**Writing**

1.

2.

3.

**Math and Science**

1.

2.

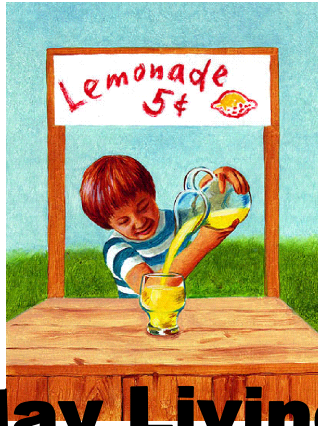
3.

**Computer Technology**

1.

2.

3



# Everyday Living Skills

Chart Presentation

8<sup>th</sup> Grade Life Skills

Name\_\_\_\_\_ Occupation\_\_\_\_\_

	Poor		Average		Excellent	
<b>Verbal Skills</b>	1	2	3	4	5	<b>Total</b>
<b>Listening Skills</b>	1	2	3	4	5	<b>Total</b>
<b>Management Steps</b>	1	2	3	4	5	<b>Total</b>
<b>Academic Skills</b>	1	2	3	4	5	<b>Total</b>
<b>Leadership Skills</b>	1	2	3	4	5	<b>Total</b>
<b>Chart</b>						<b>Total</b>
Neat	1	2	3	4	5	
Complete	1	3	3	4	5	
<b>Explanation</b>						<b>Total</b>
Complete	1	2	3	4	5	
Word Use	1	2	3	4	5	
Shows an Understanding of the Concept	1	3	5	7	10	
<b>Grade</b>						
						Out of 55



# Breaking Bad Habits

Name \_\_\_\_\_

What habit would you like to break?

Why would you like to break this habit?

Who, besides yourself, does this habit effect? (Explain how)

My Plan for breaking my bad habit of \_\_\_\_\_.

I will give myself \_\_\_\_\_time to break the habit.

What I will do to break the habit is \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Who I will need to help me is \_\_\_\_\_

How they will help me is \_\_\_\_\_

How my life will be better when this habit is broken\_\_\_\_\_

How I will reward myself when I have accomplished this goal\_\_\_\_\_

**Good Luck!**

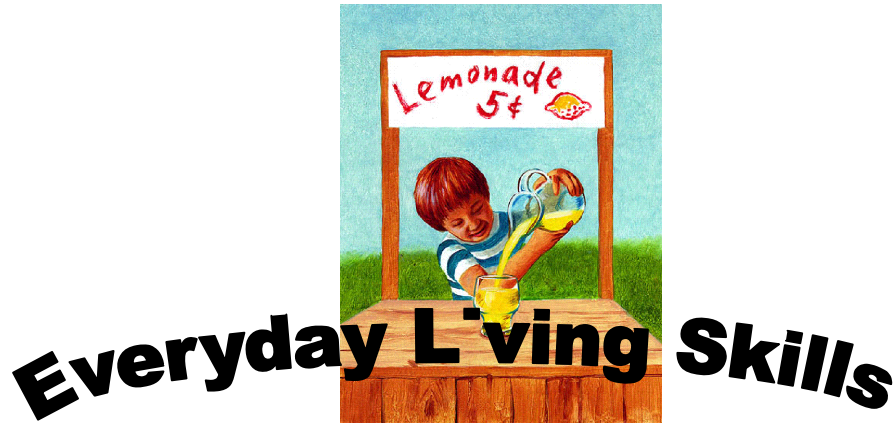


# Guidelines for Mak'ng Introductions



- Making Introductions is easy
- By introducing two people or groups of people, you give them the chance to begin communicating and get to know each other.
- Start by saying..." Sarah, I want you to meet my friend, Jon Smith."
- Continue with ..." Jon, this is my cousin, Sarah Jones."
- (Notice that you have said each person's first name twice, so they will be sure to catch it).
- Then, give them something to talk about by adding something more like, " Sarah is the cousin I've told you about that lives in Florida."

If one of the people you are introducing is older, or has an important position, say that name first, Ex. "Senator Johnson, this is my mother, Amy North. Mom, this is Senator Tim Johnson."



## Student Activities

### 8<sup>th</sup> Life Skills

\*Note-all completed assignments will be handed in and placed in the designated folder on the teacher's desk. For each assignment that you do on your own paper, you must label the assignment and the lesson number it corresponds with.

In your textbook, Young Living, you are to read each of the following lessons and complete the accompanying worksheet activity.

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manager in a workplace will use verbal communication skills, listening skills, the basic steps of management., and academic skills. You will present your explanations in the form of a chart that lists the skills in one column and the ways a good manager would use them in this particular job.

